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ABSTRACT

In spring 1982, a survey was conducted to determine student use of and satisfaction with the various academic and support services provided by Howard Community College (HCC). Students were asked to rate 62 services in the following areas: counseling and advising, admissions, records, financial aid/veterans' affairs, intramural and intercollegiate activities, security, and other services. Special concerns related to cooperative education and child care were also addressed. Of the 3,323 students registered that term, 102 full-time and 144 part-time students participated in the evaluation. Their responses revealed that: (1) almost 70% of the full-time and 60% of the part-time students had used the counseling center at least once, with academic advising the most used service; (2) using a scale on which 5=excellent, 4=good, 3=satisfactory, 2=fair, and 1=poor, HCC student services received an overall rating of 3.63 from full-time respondents and 3.59 from part-time respondents; (3) only three services received less than an overall rating of 3.0, i.e., timeliness of transfer evaluations, information on intercollegiate games, and information on intramurals; (4) only 36.6% of the full-time and 12.7% of the part-time students were aware of HCC's cooperative education program; and (5) about 40% of the full-time and 56% of the part-time students indicated a need for child care at HCC. The questionnaire and a sample of student comments are appended. (AYC)

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Student Evaluation of College Services

by

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Research Report No. 29
June 1982

Office of Research and Planning
Howard Community College
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BRIEF SUMMARY OF FINDINGS
RESEARCH REPORT 29

TITLE: Student Evaluation of College Services

AUTHORS: Lawrence A. Nespoli, Executive Assistant to the President, and Susan K. Radcliffe, Research Assistant

PURPOSE: To determine the effectiveness of College services in meeting student needs.

METHODOLOGY: A survey instrument was developed by the Office of Research and Planning with the assistance of the Student Services staff. Credit students registered in the Spring 1982 completed the survey.

Students were asked to rate each service as either excellent, good, satisfactory, fair (some improvement needed), poor (great improvement needed), or don't know, no experience with. Means were calculated by assigning a value of 5 to a rating of excellent, 4 to good, 3 to satisfactory, 2 to fair, and 1 to poor. Two means were calculated for each service: one for full-time students and one for part-time students. These mean rating for each service were then compared with the overall mean for all College services, as rated by full-time and part-time students respectively.

Analyses of student evaluations of College services are reported for: (1) Counseling and Advising; (2) Admissions; (3) Records; (4) Financial Aid/Veterans' Affairs; (5) Special Services; (6) Student Activities; (7) Intramurals and Intercollegiate Athletics; (8) Security; and (9) Other Services. Complete Student Comments are available in the Office of Research and Planning, and a representative sample is attached in Appendix A.

FINDINGS: HCC student services received an overall rating of 3.63 from full-time students and 3.59 from part-time students, indicating that on the whole students consider most services offered at the College to be good or excellent. In addition, all but three of the 62 services evaluated had scores of satisfactory (3.0) or better for both the full- and part-time students samples.

Nine services received ratings from full-time students that were significantly more positive than the overall mean for full-time students: one in the Counseling/Advising area, one in Records, two in Student Activities, one for the Bookstore, and four in the LRC area. Eleven services had scores significantly below the overall mean for full-time students. Only two, however, were below 3.0; these were "Timeliness of Transfer evaluations" and "Information about intramurals."

For part-time students, eight services had ratings that were significantly higher than the mean for all services: one in Records, three in Special Services, one in Student Activities, and three in the LRC. Twelve services were significantly lower than the overall mean. Of the twelve, only one ("Information on intercollegiate game schedules") was lower than 3.0.

I. PURPOSE

Research was conducted during the Spring 1982 semester to determine student satisfaction with the various academic and support services provided to them by Howard Community College. The intent of the analysis was to determine which services are satisfying student needs and which are in need of improvement.

II. METHODOLOGY

The survey instrument used in the study was developed by the Office of Research and Planning with the assistance of the Student Services staff of the College. Students were asked to rate each service as excellent, good, satisfactory, fair (some improvement needed), poor (great improvement needed), or don't know, have had no experience with. They were also asked to provide some demographic information about themselves.

An effort was made to select a representative sample for the study by including day and evening students from a variety of classes and other settings. A number of faculty members (both day and evening) volunteered to permit members of their classes to complete the questionnaire. The LRC staff and Special Services staff also volunteered to ask day and evening students using the LRC or Special Services classes to participate. In addition, members of the Research Staff, with the help of the Student Government Association, asked day and evening students in the cafeteria to complete the evaluation.

Of the 3,323 students registered in Spring 1982, 243 or 7.3%, participated in the evaluation. The sample was compared to the total student population on several key variables: attendance status, sex, and age. This comparison showed the sample of respondents to contain a much higher proportion of full-time students (42 percent) than was the case in the total student population (22 percent). This caused the age and sex composition of the sample to be non-representative as well.

However, when the participants in the evaluation were treated as two separate samples--one a sample of full-time students and one a sample of part-time students--each sample was shown to be representative of the respective populations of full and part-time students in the total student body. Therefore, the results are discussed separately for full-time and part-time students throughout this report.

Full-time Sample

The full-time sample consisted of 102 students, or 14 percent of the population of 729 full-time students. There was no statistically significant difference between this sample and the population in mean age or in proportions of males and females.

Table 2
Full-Time Sample

	<u>Sample</u>		<u>Population</u>	
Number	102		729	
Mean Age	23.5		22.5	
	N	%	N	%
Males	42	41.2	335	45.9
Females	60	58.8	394	54.1
TOTAL	102	100.0	729	100.0

Part-Time Sample

The sample of part-time students was also representative of the part-time population by mean age and sex although the sample size (144 of 2,594 or 5.6%) was smaller.

Table 3
Part-Time Sample

	<u>Sample</u>		<u>Population</u>	
Number	141		2,594	
Mean Age	32.0		32.4	
	N	%	N	%
Males	41	28.5	853	32.9
Females	100	69.4	1,741	67.1
No Response	3	2.1	0	.0
TOTAL	144	100.0	2,594	100.0

There was no statistically significant difference between the sample and the population on these variables, according to a Chi Square analysis.

HCC Programs

Most programs were represented in both samples, with a few exceptions. However, the samples were not really representative by individual program, as Table 4 shows. Care should be taken, therefore, in generalizing results reported here to specific programs.

Table 4
HCC Programs

	<u>Full-Time</u>	<u>Part-Time</u>
Arts & Science	17	24
Business Administration	23	19
Teacher Education	2	2
Engineering	-	1
Accounting	7	6
BMET	1	3
Business Management	0	1
Carpentry	-	-
Data Processing	7	11
Electronics	2	2
Housing Management	0	1
Nursing	12	23
Plant Science	-	-
Retailing	-	-
Secretarial Science	4	5
Vision Care	2	0
General Studies	16	25
Special Student	0	6
No Program Given	9	15
TOTAL	102	144

III. RESULTS: EVALUATION OF SERVICES

Table 1, immediately following the narrative of this report on page 18 summarizes the evaluations of each of the services rated for the full-time and for the part-time samples. Summary data reported for each service (for each of the two samples) include: mean rating; standard deviation; the total number of "don't know" responses; and an analysis of how the mean rating for each item compares with the overall mean rating for all services.

Mean ratings were calculated by assigning a value of 5 to a rating of excellent, 4 to good, 3 to satisfactory, 2 to fair, and 1 to poor. A mean of 3 represents the midpoint of the scale. Ratings of 3.0 or above indicate that students generally rated the service as satisfactory or better. A mean of less than 3.0, on the other hand, means that the service was generally rated as less than satisfactory.

The standard deviation shows the level of variation in the responses for each item--the larger the standard deviation, the greater the variation. Smaller standard deviations, conversely, indicate that responses tended to cluster into primarily one or two closely related categories on the scale.

In an attempt to show the visibility of College services to the student body of the College, the total number of "don't know" responses (0) was reported for each item. These data indicate the number of students who responded that they had no knowledge of or no experience with a stated item. In the current study, a service was noted as having "low visibility" if more than one-third of the respondents indicated they had no experience with that service.

As another part of the analysis, for each of the two samples the mean rating for each service was compared to the overall mean student rating for all College services. The Z-test for statistical significance was used for this analysis. Services rated significantly more positively than the sample norm are indicated by a D+ in Table 1, and services rated significantly less positively are noted with a D-. The symbol ND indicates that no statistically significant difference was found between the mean rating for a service and the sample norm for all services in that sample. The Z-test was done at the .05 level of significance. This means that there are less than 5 chances in a hundred that a difference noted could have been a chance occurrence.

It should also be noted that many areas shown to be rated significantly less positively (D-) than the overall mean for full-time or part-time students are nevertheless above 3.0, which is satisfactory. In fact, the overall mean ratings for both full-time and part-time students are rather high--above 3.5. This means that the majority of the respondents rated services overall as good or excellent. Whenever a D- is reported, therefore, the reader should also take note of whether the mean is above or below the 3.0 mid-point of the scale.

Finally, Appendix A presents a representative sample of student comments on the services evaluated. These are listed by the two sub-groups of full-time and part-time students. The comments are further organized according to the various sub-sections of the survey form used in the study.

Comparison with the most recent Student Services Evaluation (1980) is also provided when possible. Item-to-item comparisons are not feasible since the form and method have been revised. Those comparisons which can be made by general service areas are provided in the narrative.

Counseling and Advising

In addition to evaluating the services provided by the Counseling Center, students were also asked to indicate how frequently they used Counseling Services (Question #1) and which services were used (Question #2).

As Table 5 shows, almost 70 percent of the full-time student sample had used the Counseling Center services one or more times. For the part-time student sample, there were more who had not used the Center at all (41%); however, almost 60 percent had used the services one or more times.

Table 5
Frequency of Use of the Counseling Center
How frequently did you use the Counseling Center during the semester?

	Full-Time Students		Part-Time Students	
	N	%	N	%
Four or more times	11	10.8	11	7.6
Two or three times	35	34.3	32	22.2
Once	25	24.5	42	29.2
Not at all	31	30.4	59	41.0
TOTAL	102	100.0	144	100.0

As Tables 6 and 7 show, Academic Advising is the most frequently used service of the Counseling Center. This is also one of the services rated significantly lower than the overall means for both full-time and part-time students. (Academic Advising is actually provided by many members of the faculty and other professional staff in addition to counseling staff. Table 1 on page 18 shows the

mean scores for all services. Career Counseling, which is the second most frequently used service by part-time students, is also rated significantly lower than the mean for part-time students. The only other service rated as significantly less positive than the mean, again for part-time students only, is Placement/Job Information. All of the services rated lower than the overall mean were nevertheless above 3.0 (satisfactory).

Table 6
Counseling Services Used
Which of the following Counseling Center Services have you used?

	Full-Time Students		Part-Time Students	
	N	% of Total*	N	% of Total*
Academic Advising	65	42.2	59	41.0
Career Counseling/Testing	18	17.7	27	18.8
Placement or Job Info.	25	24.5	20	13.9
Personal Counseling	15	14.7	21	14.6
Transfer Advising	24	23.5	18	12.5
CAPA Center	7	6.9	6	4.2
Counseling Ctr. Workshops	2	2.0	5	3.5
Total Respondents in Category	102	*	144	*

* Percentages do not add up to 100.0% because many students used more than one Counseling Center Service.

Table 7
Rank Order of Counseling Center Services by Use

Full-Time Students	Part-Time Students
1. Academic Advising	1. Academic Advising
2. Placement or Job Information	2. Career Counseling/Testing
3. Transfer Advising	3. Personal Counseling
4. Career Counseling/Testing	4. Placement or Job Information
5. Personal Counseling	5. Transfer Advising
6. CAPA Center	6. CAPA Center
7. Counseling Center Workshops	7. Counseling Center Workshops

One aspect of Counseling Center Services rated as significantly higher than the mean was Appointment Scheduling for full-time students.

All other Counseling Services were not significantly different from the overall mean scores for full-time or part-time students.

Admissions

All of the services in the Admissions area--with one exception--were rated as not significantly higher or lower than the overall means for full-time or part-time students. The timeliness of transfer evaluations was rated as significantly lower than the mean for both groups. For full-time students, in fact, the mean score for that item is below 3.0; for part-time students the mean is just above 3.0. For every other service in Admissions (except "Individual conferences" for full-time students with a mean score of 3.42), the mean score is above 3.5, which means that most respondents rated these services as good or excellent.

Only one area in Admissions had low visibility; the item was "Individual conference with Staff." In this case, however, the high number of "don't know, no experience with" responses could indicate simply that many students don't require individual Admissions counseling.

Although direct item-to-item comparisons with past Student Services Evaluations are not possible because of revisions in the questionnaire, it is possible to see some changes by general service area. One such area is on "Information received about the College prior to enrollment." This item was lower than the mean in 1980, but is not significantly different from the mean in 1982 (for both part-time and full-time students) indicating that information about HCC prior to enrollment has improved in relation to other College services.

Records

In the area of Records, the advance registration process was rated as significantly higher than the means for both full and part-time students. On the other hand, two services were rated as significantly lower than the means for full-time and part-time respondents. These two services were the General Registration Process and the Mid-term Grade Report. However, scores in these two areas were above 3.0 for both groups of respondents.

Low visibility items in the Records area were "Assistance provided by Staff" and "Mid-term grade report" both for the part-time sample only.

One item for which a comparison with the 1980 Evaluation is possible is "Mid-term grade reports." This services was lower than the overall mean in 1980, and that pattern continued in 1982.

Financial Aid/Veterans' Affairs

None of the services in this area (for either full-time or part-time students) was rated significantly above or below the mean. All items were above 3.0, the midpoint of the scale. All four items have a high proportion of Ø responses ("don't know, have no experience with"). In the case of Financial Aid and Veterans' Affairs, students who do not use these services, of course, would not have experience with them. The one exception to this is item #22, "Availability of financial aid information." It seems that this item may reveal a need for publicity as it was also a low visibility item in the 1980 Evaluation.

Special Services

Three services in the Special Services were significantly higher than the average for part-time students: Item #26, "Instructional Staff"; #27, "Tutoring"; and #29, "Counseling." These items all had mean scores over 4.0 which means that most respondents rated them as good or excellent. Item #28, "Lab instruction" also had a mean score of 4.0 even though it was not statistically different from the mean at the .05 level of probability due to the high number of Ø responses. The important thing to note is that those who did use the service rated it as good or excellent.

The same thing is true of Item #30, "Assistance for handicapped" for full-time students, which had a mean score of 4.18.

All other items were rated as not significantly different from the average score. However, all scores were above 3.59 in both full-time and part-time categories.

All of the items in Special Services had a high number of Ø responses (over 75 percent in each case). This does not necessarily indicate low visibility since students must meet certain specified guidelines in order to be eligible for Special Services. The five questions concerning Special Services are obviously only for recipients of the services. Thus, this evaluation does not really answer the question of whether everyone who needs or is eligible for Special Services receives help.

Student Activities

Of the nine specific areas under Student Activities, two were significantly above the average score and one under the average (for full-time only). All but two were over 3.5, indicating a majority of scores above satisfactory.

The items which were rated as significantly above the mean score were the SGA film series (item #35) for full-time students (the score was also high for part-time students); and the Student Activities Calendar (item #38) for both full-time and part-time respondents. The one item below the average score was Item #34, "SGA representative of needs of students," for full-time students only. However, the score for this item was above 3.0.

In the part-time category, all of the items are considered "low visibility" meaning that more than a third of the respondents gave Ø responses ("don't know, have no experience with"). It may be that some part-time students simply don't participate in as many extra-curricular activities. Many do however. About half of the part-time students polled did provide responses on the film series the Pipeline/Nightwatch, the Spectrum, Calendar, and the "General information about student activities" item on the questionnaire.

In the full-time category, the film series, SGA representativeness, the variety of clubs, and quality of non-classroom activities items had one-third or more Ø responses. This is a little difficult to interpret. It is not accurate to say that students aren't aware of Student Activities since only 16 percent gave an Ø response to item 39, "General information." The best interpretation may be that most students are selective about the activities they participate in, and that it is unrealistic to expect a high proportion of students to participate in all activities.

Five services in the Student Activities area seem to have improved since the 1980 Evaluation relative to other College services. These are "Variety of clubs and organizations"; "Variety of non-classroom activities"; "Quality of non-classroom activities"; and "General information about student activities."

Intramurals and Intercollegiate Athletics

In the Athletics area, four items fall below the overall average. The other six items were not significantly different from the mean. All of the items had more than one-third Ø responses.

Items rated as significantly below the mean were: #42, "Coed intercollegiate sports," for full-time respondents only; #43, "Information about intercollegiate game schedules," for full and part-time students; #47, "Availability of women's intramurals," for full-time students only; and #48, "Information about intramurals," for both samples. In two cases, intercollegiate game schedules for part-time students and information about intramurals for full-time students, the mean scores were below 3.0. All other scores were above 3.0.

The high number of Ø responses is again difficult to interpret. Community college students may be less likely to participate in both intercollegiate and intramural athletics than four-year college students. On the other hand, the less than satisfactory responses on two items may indicate that better publicity or other efforts could increase the participation.

At least two services (the availability intercollegiate sports, for both men and women) appear to have improved in their ratings since the previous evaluation.

Security

One item in the Security area, "Fairness in enforcement of traffic regulations," was rated lower than the mean for full-time students. All other items were not statistically higher or lower than the mean.

Two items had a high proportion of 0 responses, but only for part-time students--items #50 and #51.

Other Services

In the "Other Services" category, five services were significantly higher than the mean, four were lower than the mean, and three were statistically not different. Four had more than a third 0 responses.

The bookstore was significantly higher than the mean for full-time students with a score of 4.0. The score for part-time students was also high, although not statistically higher than the mean.

All of the LRC services (four items) were significantly higher than the mean with the exception of the part-time respondents' mean for #61, "Adequacy of learning materials." Most scores were also above 4.0. About half of the part-time students reported no experience with audio-visual equipment.

"Scheduling of classes" (item #53) and the "Variety of courses" (item #54) had mean scores that were lower than the mean, although item #54 was for part-time students only. Also for part-time students only, items #56 and #57, "Student evaluation of the faculty" and "Availability of courses in the evening" were lower than the mean. Item #57 also has a high number of 0 responses.

"Student evaluation of faculty" was below the mean in 1980 as well as in 1982, indicating consistent dissatisfaction. Students appeared less satisfied with scheduling of classes in 1982 than in 1980, which may indicate an inability to schedule sufficient class sections into existing facilities for the increasing student numbers. On the other hand, cafeteria services improved in the 1982 evaluation. Bookstore and LRC services were high in both evaluations.

Miscellaneous Items

Several other items related to student services were also included on the survey. The first (item #80) asked whether students had ever tried to use a service and found the office closed. Table 8, below shows the responses for full-time and part-time students.

Table 8
Have You Ever Found An Office Closed?

RESPONSE	Full-Time		Part-Time	
	N	%	N	%
Yes	6	6.2	16	12.7
No	91	93.8	110	87.3
TOTAL	97	100.0	126	100.0
	10			

Most students in both samples had not found an office closed when they tried to use a service. Of those who answered "yes" to the item, the services most frequently mentioned were the Bookstore, Admissions, and Counseling. However, the times given were, for the most part, early in the morning, before 8 p.m. For the Bookstore, hours between 3:30 and 5 were mentioned, as they were in the last evaluation; however, this comment was made by only six students.

The last two items on the survey asked whether students had advance registered. Table 9 shows the number of full- and part-time students who did and did not advance register.

Table 9
Did You Advance Register For Spring 1982?

RESPONSE	Full-Time		Part-Time		TOTAL	
	N	%	N	%	N	%
Yes	67	85.9	65	66.3	132	74.6
No	10	14.1	34	33.7	44	25.4
TOTAL	77	100.0	99	100.0	176	100.0

Since the total percent of respondents who reported that they did advance register does not appear to have increased since the 1980 Services Evaluation the responses were further analyzed by day or evening status, as they were in 1980, so that a precise comparison could be made. The figures for 1980 and 1982 are shown in Table 10.

Table 10
Advance Registration in 1980 and 1982
1980

Did You Advance Register for the Spring of 1980?

RESPONSE	Full-Time Day		Part-Time Day		Full-Time Evening		Part-Time Evening		Total	
	N	%	N	%	N	%	N	%	N	%
Yes	60	83.3	31	81.6	8	72.7	56	64.4	155	74.5
No	12	16.7	7	18.4	3	27.3	31	35.6	53	25.5
TOTAL	72	100.0	38	100.0	11	100.0	87	100.0	208	100.0

1982
Did You Advance Register for the Spring of 1982?

RESPONSE	Full-Time Day		Part-Time Day		Full-Time Evening		Part-Time Evening		Total	
	N	%	N	%	N	%	N	%	N	%
Yes	64	87.7	48	71.6	3	75.0	17	53.1	132	74.6
No	9	12.3	19	28.4	1	25.0	15	46.9	44	25.4
TOTAL	73	100.0	67	100.0	4	100.0	32	100.0	176	100.0

According to this breakdown, part-time evening students were the least likely group to advance register in 1980, and that was even more the case in 1982.

A check of the actual numbers who preregistered reveals that 1,360, or 50 percent of the actual Spring 1980 population, advance registered and that 1,452, or 43.8 percent of the Spring 1982 population, did so. These figures should be watched closely in FY 1983, as students will be requesting via the the new on-line registration system for the first time.

The reasons respondents gave for not advance registering in Spring 1982 are summarized in Table 11.

Table 11
Why Didn't You Advance Register?

RESPONSE	Full-Time Day		Part-Time Day		Full-Time Evening		Part-Time Evening		Total	
	N	%	N	%	N	%	N	%	N	%
Didn't realize if I advance registered, I wouldn't have to come to general registration.	0	0	3	11.5	0	0	0	0	3	6.0
Not aware that advance registration was taking place.	2	22.2	9	34.6	0	0	2	13.4	13	26.0
Thought I had to pay when I advance registered.	2	22.2	5	19.2	0	0	1	6.7	8	16.0
Uncertain of academic status.	2	22.2	2	7.7	0	0	3	20.0	7	14.0
Other	3	33.4	7	26.9	0	0	9	60.0	19	38.0
Total	9		26	100.0	0	0	15		50	100.0

* The total here does not equal the number in Table 10 since some respondents gave more than one reason for not registering in advance.

The two major reasons were "Not Aware That Advance Registration is Taking Place," which was most important in the Part-Time Day group; and "Other."

A final section of the survey asked students to make comments about College services. A representative selection of these comments are included in Appendix A. A complete list of all comments are on file in the Office of Research and Planning.

IV. SPECIAL CONCERNS

Each year the Research Office attempts to provide the opportunity for input on special concerns not included in the standard Services Evaluation. Cooperative Education was included this year since Cooperative Education is new as a separate service area available to students in all programs. Formerly "Related Field Experience" courses were offered only to students in certain occupational programs.

Child Care was also included as an area which is not now offered as a service at HCC. The questionnaire attempted to assess students' evaluation of the need for child care services.

Cooperative Education

Table 12 summarizes the student responses on Cooperative Education. First, students were asked whether they were aware of the Cooperative Education program (item #65). About a third of full-time students and about 13 percent of part-time students said they were. This does indicate a need for more publicity, although much has obviously been accomplished in the first full year of the program.

Students were also asked (item #66) whether they would like to earn money and academic credit while in school if they had the opportunity to do so. As Table 8 shows, almost 89 percent of the full-time students sampled, and about 65 percent of the part-time students, responded positively to this item.

About 10 percent of the full-time sample and 11% of the part-time sample reported having had some contact with the Cooperative Education Office in the Spring term. These percentages, applied to the total student body, indicate that about 350 students participated in at least preliminary discussions with the Cooperative Education staff--a figure consistent with the grant specifications for this federally supported program.

Table 12
Cooperative Education

	Full-Time Students				Part-Time Students			
	Yes		No		Yes		No	
	N	%	N	%	N	%	N	%
#65 - Are you aware of Cooperative Education?	37	36.6	64	63.4	16	12.7	110	87.3
#66 - Would you like to earn money and credit?	88	88.9	11	11.1	89	65.4	47	34.6
#67 - Have you had any contact?	10	9.9	91	90.1	15	10.6	126	89.4

Child Care

Students were asked to rate both the need for Child Care Services at HCC (by different groups) and the potential benefits to the College. Table 13 shows the results.

Of the students responding to this question, a majority in both the part-time and the full-time samples rated the need for Child Care Services at the college to be "important" or "very important" for all of the groups mentioned in the survey. The groups seen as most in need of these services were part-time and full-time female students with children and Howard County residents who would like to attend HCC but cannot because of child care responsibilities.

About 40% of the full-time students answering this question indicated a need for Child Care Services at HCC. For part-time students, the percentage was 56%.

A majority of the respondents also saw the potential benefits to the college as "important" or "very important." The items that stand out as the greatest potential benefits are that part-time students might be able to attend full-time and that additional residents of Howard County might be able to attend HCC.

Table 13
Needs and Benefits of Child Care Services
Percent of Respondents Who Considered Item "Important" or "Very Important"

	Full-Time %	Part-Time %
NEED FOR CHILD CARE		
For the College as a whole	66.6	70.7
For HCC Students as a whole	60.3	75.6
For Full-Time Female students with children	87.0	85.3
For Part-Time Female students with children	76.8	83.4
For Residents of Howard County who would like to attend HCC	81.3	79.8
Me. Personally*	39.6	56.1

BENEFITS OF CHILD CARE TO THE COLLEGE

Students less likely to miss class	78.8	73.4
Part-time students might be able to attend full-time	82.1	76.8
Residents of Howard County might be able to attend HCC	84.9	78.2
Models as experience for HCC students in child related-programs	75.0	77.6
Meet specific Child Care needs of College Community	81.7	81.6

* See next table for further detail.

Another purpose of this section was to attempt to assess the actual numbers of students who might use a Child Care Center if one were provided. Table 14 shows the actual number of respondents who personally considered HCC Child Care Services to be "important" or "very important." These numbers can then be used to project the potential numbers in the total student body who might use child care services.

Table 14
Potential Users of Child Care Services

	<u>Full-Time</u>		<u>Part-Time</u>	
	Sample	Number in Projected Population*	Sample	Number in Projected Population*
Important	6	43	10	180
Very Important	13	92	27	486
TOTAL	19	135	37	666

* Using Spring 1982 Population

Bearing in mind that most of these students would not use a child care service for full days and that some students who say they would use a service actually would not, this analysis nevertheless indicates that there would be more than enough student use of HCC Child Care Service (about 800 students) to justify its existence.

V. SUMMARY AND CONCLUSIONS

The 1982 Student Services Evaluation included responses from students in two separate samples: full-time students and part-time students. Respondents evaluated 62 College services which were grouped into nine areas: Counseling/Advising, Admissions, Records, Financial Aid/Veterans' Affairs, Special Services, Student Activities, Intramurals and Intercollegiate Athletics, Security, and Other Services. In addition, respondents answered questions concerning Cooperative Education and the need for Child Care Services on campus.

The results of the evaluation showed that both full-time and part-time students rated almost all College services as better than satisfactory. Of the 62 services evaluated, only three had scores below the mid-point (3.0) on the five-point scale used. All other services in both samples had mean scores falling above the midpoint or satisfactory level.

The overall mean scores for all College services were (3.63 for full-time students and 3.59 for part-time students).

With that rather high norm as the standard for comparison; nine services in the full-time sample had mean scores significantly higher than the average. These services were in Counseling and Advising (1 service), Records, (1) Student Activities (2), the Bookstore (1) and the LRC (4). In the part-time sample, eight services--in Records (1), Special Services (3), Student Activities (1) and the LRC (3) had higher than average mean scores.

Services whose mean scores were below the sample norm could be considered those services in need of improvement relative to other services offered students. There were eleven such services in the full-time sample and twelve in the part-time sample. For full-time sample students these included: academic advising, timeliness of transfer evaluations, the general Registration process, the mid-term grade, SGA as representative of needs of students, coed intercollegiate sports, information about intercollegiate game schedules, availability of women's intramurals, information about intramurals, fairness of enforcement of traffic regulations and scheduling of classes.

The twelve services rated below the norm by part-time students were: academic advising, career counseling, placement/job information, timeliness of transfer evaluations, general registration process, mid-term grade reports, information about intercollegiate game scheduling, information about intramurals, scheduling of classes, variety of courses, student evaluation of faculty, and availability of courses in the evening.

As noted earlier, only three services--two in the full-time student sample and one in the part-time sample--actually had scores below 3.0, or satisfactory. These services are the best candidates for immediate attention by the Student Services staff. They are: (1) the timeliness of transfer evaluations (especially for full-time students; (2) information on intercollegiate game schedules (especially for part-time students); and 3) information about intramurals (for both full-time and part-time students).

In the SPECIAL CONCERNS section of the survey, students indicated a strong interest in cooperative education and about a 10% direct contact rate with the Cooperative Education project staff. Responses to the Child Care section show that students see a genuine need for Child Care Services at the College as well as benefits to the College which could result from such services. Student survey data suggests that about 800 students may have used such services had they been available in Spring 1982.

Table 1
Student Evaluation
of College Services
Spring 1982

Symbols:

" $\bar{X}$ " is the mean (based on responses 1, 2, 3, 4, and 5 only).
 "S" is the standard deviation (based on responses 1, 2, 3, 4, and 5 only).
 "N" is the total number of valid responses (1-5) per item.
 "Ø" is the number of "don't know" responses.

"ND" means that the ratings of a service did not differ significantly from the mean for the sample.

"D+" indicates a significant difference in a positive direction.

"D-" indicates a significant difference in a negative direction.

		Full-Time Respondents (N=102)	Test for Statistical Significance		Part-Time Respondents (N=144)	Test for Statistical Significance
COUNSELING AND ADVISING						
3. Academic Advising	$\bar{X}$	3.36	D-	$\bar{X}$	3.28	D-
	S	1.03		S	1.30	
	N	64		N	78	
	O	38		O	66	
4. Career Counseling	$\bar{X}$	3.71	ND	$\bar{X}$	3.11	D-
	S	.85		S	1.30	
	N	28		N	36	
	O	74		O	108	
5. Placement or Job Information	$\bar{X}$	3.47	ND	$\bar{X}$	3.04	D-
	S	.97		S	1.35	
	N	36		N	28	
	O	66		O	116	
6. Personal Counseling	$\bar{X}$	3.33	ND	$\bar{X}$	3.77	ND
	S	1.12		S	1.26	
	N	30		N	31	
	O	72		O	113	
7. Transfer Counseling	$\bar{X}$	3.29	ND	$\bar{X}$	3.35	ND
	S	1.07		S	1.36	
	N	35		N	26	
	O	67		O	118	

		Full-Time Respondents (N=102)	Test for Statistical Significance		Part-Time Respondents (N=144)	Test for Statistical Significance
8. Career Academic Placement Assess- ment Center	$\bar{X}$	3.77	ND	$\bar{X}$	3.32	ND
	S	.97		S	1.11	
	N	22		N	19	
	O	80		O	125	
9. Center Workshop	$\bar{X}$	3.55	ND	$\bar{X}$	3.67	ND
	S	.82		S	.98	
	N	11		N	15	
	O	91		O	129	
10. Appointment Scheduling	$\bar{X}$	3.96	D+	$\bar{X}$	3.81	ND
	S	1.07		S	1.10	
	N	59		N	70	
	O	43		O	74	
11. Knowledgeability of Problems	$\bar{X}$	3.69	ND	$\bar{X}$	3.70	ND
	S	1.05		S	1.16	
	N	58		N	66	
	O	44		O	78	
12. Availability of Staff	$\bar{X}$	3.69	ND	$\bar{X}$	3.63	ND
	S	1.10		S	1.09	
	N	64		N	75	
	O	38		O	69	
ADMISSIONS						
13. Comprehen- siveness of Catalog as Source of Info.	$\bar{X}$	3.85	ND	$\bar{X}$	3.64	ND
	S	.88		S	1.02	
	N	96		N	137	
	O	6		O	7	
14. Comprehensive- ness of Info. Before Enroll- ment	$\bar{X}$	3.58	ND	$\bar{X}$	3.67	ND
	S	.94		S	1.15	
	N	91		N	120	
	O	11		O	24	
15. Assistance Provided in Application Completion	$\bar{X}$	3.72	ND	$\bar{X}$	3.61	ND
	S	1.05		S	1.08	
	N	92		N	124	
	O	10		O	20	

		Full-Time Respondents (N=102)	Test for Statistical Significance		Part-Time Respondents (N=144)	Test for Statistical Significance
16. Individual Conferences with Staff	$\bar{X}$	3.42	ND	$\bar{X}$	3.54	ND
	S	1.07		S	1.09	
	N	50		N	65	
	O	52		O	79	
17. Timeliness of Transfer Evaluations	$\bar{X}$	2.88	D-	$\bar{X}$	3.12	D-
	S	1.32		S	1.26	
	N	40		N	57	
	O	62		O	87	
RECORDS						
18. General Registration Process	$\bar{X}$	3.31	D-	$\bar{X}$	3.22	D-
	S	1.12		S	1.18	
	N	93		N	127	
	O	9		O	17	
19. Advance Registration Process	$\bar{X}$	4.11	D+	$\bar{X}$	3.86	D+
	S	1.02		S	1.17	
	N	93		N	118	
	O	9		O	26	
20. Assistance Provided by Staff	$\bar{X}$	3.67	ND	$\bar{X}$	3.67	ND
	S	.94		S	1.22	
	N	88		N	105	
	O	14		O	39	
21. Mid-term Grade Report	$\bar{X}$	3.12	D-	$\bar{X}$	3.35	D-
	S	1.30		S	1.17	
	N	90		N	102	
	O	12		O	42	
FINANCIAL AID/ VETERANS AFFAIRS	$\bar{X}$	3.47	ND	$\bar{X}$	3.37	ND
22. Availability of	S	1.40		S	1.24	
Financial Aid	N	53		N	35	
Information	O	49		O	109	
23. Availability of Financial Assistance	$\bar{X}$	3.56	ND	$\bar{X}$	3.31	ND
	S	1.46		S	1.45	
	N	48		N	35	
	O	54		O	109	

		Full-Time Respondents (N=102)	Test for Statistical Significance		Part-Time Respondents (N=144)	Test for Statistical Significance
24. General Assistance & Counseling in Application & Disbursement of Awards	$\bar{X}$ S N O	3.47 1.39 43 59	ND	$\bar{X}$ S N O	3.75 1.22 32 112	ND
25. Assistance for and Information of need of Veterans	$\bar{X}$ S N O	3.40 1.24 15 87	ND	$\bar{X}$ S N O	4.00 1.30 14 130	ND*
SPECIAL SERVICES						
26. Instructional Staff	$\bar{X}$ S N O	3.59 1.18 22 80	ND	$\bar{X}$ S N O	4.15 1.23 27 117	D+
27. Tutoring	$\bar{X}$ S N O	3.78 1.00 18 84	ND	$\bar{X}$ S N O	4.20 1.23 35 109	D+
28. Lab Instruction	$\bar{X}$ S N O	3.75 .93 16 86	ND	$\bar{X}$ S N O	4.00 1.23 22 122	ND*
29. Counseling	$\bar{X}$ S N O	3.74 .99 19 83	ND	$\bar{X}$ S N O	4.08 1.15 25 119	D+
30. Assistance for Handicapped	$\bar{X}$ S N O	4.18 .75 11 91	ND*	$\bar{X}$ S N O	3.73 1.56 11 133	ND
STUDENT ACTIVITIES						
31. Variety of Clubs and Organizations	$\bar{X}$ S N O	3.59 1.05 75 27	ND	$\bar{X}$ S N O	3.70 .93 56 88	ND

* Note high item mean despite no statistical difference from area mean (see text).

		Full-Time Respondents (N=102)	Test for Statistical Significance		Part-Time Respondents (N=144)	Test for Statistical Significance
32. Variety of Non-classroom Activities	$\bar{X}$ S N O	3.63 1.04 82 20	ND	$\bar{X}$ S N O	3.56 1.07 57 87	ND
33. Quality of Non-classroom Activities	$\bar{X}$ S N O	3.77 .94 69 33	ND	$\bar{X}$ S N O	3.44 1.11 50 94	ND
34. SGA as Repre- sentative of Needs of Students	$\bar{X}$ S N O	3.18 1.18 67 35	D-	$\bar{X}$ S N O	3.52 1.02 44 100	ND
35. SGA Film Series	$\bar{X}$ S N O	3.92 1.13 61 41	D+	$\bar{X}$ S N O	3.83 1.05 72 72	ND
36. "Pipeline" and/or "Nightwatch" as Source of Information	$\bar{X}$ S N O	3.87 .98 79 23	ND	$\bar{X}$ S N O	3.85 .95 68 76	ND
37. "Spectrum" as Communication Vehicle	$\bar{X}$ S N O	3.42 1.14 85 17	ND	$\bar{X}$ S N O	3.70 1.10 74 70	ND
38. Student Activities Calendar	$\bar{X}$ S N O	3.89 .89 91 11	D+	$\bar{X}$ S N O	3.99 .88 83 61	D+
39. General Information about Student Activities	$\bar{X}$ S N O	3.76 .84 88 14	ND	$\bar{X}$ S N O	3.58 1.08 88 56	ND

		Full-Time Respondents (N=102)	Test for Statistical Significance		Part-Time Respondents (N=144)	Test for Statistical Significance
INTRAMURALS AND INTERCOLLEGIATE ATHLETICS	$\bar{X}$	3.56	ND	X	3.39	ND
	S	1.05		S	1.20	
40. Intercollegiate Sports - Men	N	36		N	18	
	O	66		O	126	
41. Intercollegiate Sports - Women	$\bar{X}$	3.43	ND	X	3.80	ND
	S	1.17		S	1.15	
	N	35		N	20	
	O	67		O	124	
42. Coed Inter- collegiate Sports	$\bar{X}$	3.16	D-	X	3.47	ND
	S	1.32		S	1.17	
	N	32		N	19	
	O	70		O	125	
43. Information on Intercollegiate Game Schedules	$\bar{X}$	3.15	D-	X	2.78	D-
	S	1.19		S	1.34	
	N	48		N	27	
	O	54		O	117	
44. Intramural Sports Program	$\bar{X}$	3.57	ND	X	3.62	ND
	S	1.01		S	1.12	
	N	35		N	21	
	O	67		O	123	
45. Availability of Coed Intra- murals	$\bar{X}$	3.34	ND	X	3.26	ND
	S	1.07		S	1.37	
	N	32		N	19	
	O	70		O	125	
46. Availability of Men's Intra- murals	$\bar{X}$	3.42	ND	X	3.16	ND
	S	1.15		S	1.39	
	N	31		N	19	
	O	71		O	125	
47. Availability of Women's Intra- murals	$\bar{X}$	3.07	D-	X	3.21	ND
	S	1.17		S	1.23	
	N	27		N	19	
	O	75		O	125	
48. Information About Intra- murals	$\bar{X}$	2.69	D-	X	3.00	D-
	S	1.30		S	1.35	
	N	42		N	25	
	O	60		O	119	
49. Accessibility of PE Facility to Students	$\bar{X}$	3.65	ND	X	3.45	ND
	S	1.05		S	1.19	
	N	72		N	42	
	O	30		O	102	

		Full-Time Respondents (N=102)	Test for Statistical Significance		Part-Time Respondents (N=144)	Test for Statistical Significance
SECURITY						
50. Fairness in Enforcement of Traffic Regu- lations	$\bar{X}$	3.15	D-	$\bar{X}$	3.39	ND
	S	1.36		S	1.14	
	N	85		N	104	
	O	17		O	40	
51. Availability of Staff	$\bar{X}$	3.65	ND	$\bar{X}$	3.68	ND
	S	1.10		S	.92	
	N	92		N	102	
	O	10		O	42	
52. Climate of Safety	$\bar{X}$	3.77	ND	$\bar{X}$	3.74	ND
	S	1.10		S	.96	
	N	99		N	121	
	O	3		O	23	
OTHER SERVICES						
53. Scheduling of Classes	$\bar{X}$	3.33	D-	$\bar{X}$	3.30	D-
	S	1.16		S	1.19	
	N	101		N	135	
	O	1		O	9	
54. Variety of Courses	$\bar{X}$	3.44	ND	$\bar{X}$	3.27	D-
	S	1.08		S	1.16	
	N	101		N	134	
	O	1		O	10	
55. College Grading System	$\bar{X}$	3.73	ND	$\bar{X}$	3.59	ND
	S	.96		S	1.05	
	N	102		N	134	
	O	0		O	10	
56. Student Evalu- ation of Faculty	$\bar{X}$	3.50	ND	$\bar{X}$	3.19	D-
	S	1.17		S	1.23	
	N	95		N	127	
	O	7		O	17	
57. Availability of Courses in Evening	$\bar{X}$	3.44	ND	$\bar{X}$	3.17	D-
	S	.96		S	1.22	
	N	72		N	106	
	O	30		O	38	
58. Availability of Faculty Out- side of Class	$\bar{X}$	3.67	ND	$\bar{X}$	3.63	ND
	S	1.05		S	1.07	
	N	92		N	117	
	O	10		O	27	
59. Cafeteria Services	$\bar{X}$	3.77	ND	$\bar{X}$	3.47	ND
	S	.90		S	1.05	
	N	93		N	103	
	O	9		O	41	

		Full-Time Respondents (N=102)	Test for Statistical Significance		Part-Time Respondents (N=144)	Test for Statistical Significance
60. Adequacy of Bookstore Supplies	$\bar{X}$	4.00	D+	X	3.73	ND
	S	.77		S	.97	
	N	102		N	137	
	O	0		O	7	
61. Adequacy of Learning Materials in LRC	$\bar{X}$	4.04	D+	X	3.76	ND
	S	.88		S	.95	
	N	99		N	118	
	O	3		O	26	
62. Adequacy of Audio-Visual Equipment	$\bar{X}$	4.00	D+	X	3.97	D+
	S	.92		S	.83	
	N	86		N	99	
	O	16		O	45	
63. Assistance at Circulation Desk in LRC	$\bar{X}$	4.27	D+	X	4.22	D+
	S	.81		S	.82	
	N	99		N	121	
	O	3		O	23	
64. Assistance at Information Desk in LRC	$\bar{X}$	4.28	D+	X	4.30	D+
	S	.78		S	.83	
	N	101		N	125	
	O	1		O	19	
INSTITUTIONAL DATA						
MEAN		3.632			3.591	
STANDARD DEVIATION		1.097			1.138	

APPENDIX A

SELECTED COMMENTS

The following comments concerning improvements needed in HCC Services and also general comments were selected from the complete list of student comments. Space limitations did not permit publication of all twenty-two pages of comments.

We attempted to select those comments which were representative of the kinds of comments volunteered by respondents; repeats of the same idea were not included. The complete list of comments is on file and available in the Office of Research and Planning.

COUNSELING AND ADVISING

Full-Time

-Satisfactory.

-I understand that there will be schedule conflicts between students and counselors; however, it is sometimes difficult to find a counselor with the amount of time necessary for the individual student. Thus, they either don't have enough time or they aren't always available.

-Don't know enough about colleges that the students can transfer to. Need more information available.

-I think it is the highest pain the neck to have to get an advisor to approve my registration!! Scheduling a meeting with an advisor or a teacher around school schedules/work is a pain!! I'm 21; I'm responsible for the selection of my courses!! Let the computer scan out classes that are filled or schedules that students have signed up for that times overlapped - instead of having to meet with a teacher...

Part-Time

-Availability of counselors during the night classes.

-Make known the availability of the services at registration time.

-Have been fortunate to have had the help of Ms. X. with my career counseling/ personal counseling.

-They could be a little more informative about what's happening.

-Everything is good about it except the promptness. I had to wait at least 15 minutes everytime I went, before I could get in.

-It is fine.

-Schedules should be adhered to...

- Schedules should not need counselor's approval.
- Mr. X is the reason for my positive marks. The best counselor I ever met. He is a good listener, easy to understand...
- Counseling Service needs no improvement.

ADMISSIONS

Full-Time

- The admissions procedure has always seemed to be the easiest part of my enrollment process at HCC.
- Some courses from other schools won't transfer in (HCC). This is because of differences in course descriptions. After taking the courses here, I've found the courses to be the same. Don't make us retake courses...
- Ms. X was very helpful to me, and I have heard she was very helpful to a lot of other people too.
- I found everyone was helpful.
- I was not informed about the procedure for admission and enrollment. I had never applied for college courses and was not familiar with the procedures. Because of this my registration for classes was never processed.
- Admissions could improve by publishing a concise brochure about the college (to be received prior to enrolling).
- More time needs to be spent with people who need help with their admissions.

Part-Time

- The people answering questions should be better informed - I have received a great deal of contradictory information.
- I think this college, due to its limited hours for classes, should allow all students who wish to enroll in a class to be allowed to do so. Saying "I'm sorry this class is full" can stop someone from graduating for up to one year.
- I have not found all courses listed in the catalog.
- Ms. X has been especially helpful to me in admission and general information.
- Admissions has been great in transferring from another college. They were also timely in solving a problem.

RECORDS

Full-Time

- Be courteous.

-I was a bit confused at the time of the registration. This was my first semester and I didn't really know where to go or what to do. I was aware, however, that there were a lot of people registering and everyone involved with the process was doing their best to help.

-Grades take too long to be processed.

-I think that there should be a letter grade on the mid-term grade report so that the student can evaluate how he is doing in all classes up until that time.

-General registration for Spring session 1982 was a disaster area; needs more structure. No one knew what they were supposed to do.

-New system is poor; attitude of personnel is poor.

-Final semester grades should be gotten out faster. If someone wants to transfer in the middle of the year this can present problems.

Part-Time

-I think mid-term grades should be issued, and that grades should be gotten out more quickly at the end of the semester.

-Records Office Personnel lost my transcripts.

-People at the records office seem to have a poor attitude toward students. They do not go out of their way in any instance.

-Would help to have photographs for student I.D. cards available near Registration area.

-The English or Math courses I want to take should be left up to me.

-Have not always received credit for grades that I earned. Only when I went to the Dean did I receive them.

-Registration is very complicated. You use a lot of rooms and indications around the whole area of the college that confuse the student. I think it would be better to use one area.

-It seems a waste of time for me to have to get an advisor's signature before registering--from an advisor who doesn't know my curriculum.

-Needs great improvement in the area of registering for classes.

-Take out your computer system.

-Registration was very slow with the new computer system.

FINANCIAL AID/VETERANS' AFFAIRS

Full-Time

- Financial Aid is not fully explained in the College's publication. There were no specifics given on what you need to do to apply for it or what qualifications there are.
- The people need to be much more available.
- Financial Aid Office was very professional and courteous.
- Financial Aid Office has done a very good job in helping students with financial aid.
- I do not like the first come, first serve basis for issuing financial aid. When I went to apply, I was told that the budget was very limited due to previous financial aid requests. I also know of several people who received twice the amount of a full-time tuition bill. The money should be more carefully dispersed.

Part-Time

- Financial Aid is very limited. This is not the direct fault of the financial aid advisor. However, it is very frustrating to try and find times when the financial aid officer is available to be seen. I believe hours should be established to see the officer and there should be a guarantee that he will be available for those times.
- Outstanding, very professional.
- Availability of funds to those students who need it should be entirely based on that student's needs, NOT his/her parents' financial status. Some parents don't put their kids through school, pay their car insurance or even let them live at home for free!

SPECIAL SERVICES

Part-Time

- Very good people.
- I had a tough time in English last semester because one of the Special Services teachers kept me behind. I had to really put in some extra time to catch up.
- More money to help Special Services in acquiring whatever might be needed by disabled persons.
- Was not aware of these services.
- Must get more tutors if you are going to supply full service to students.

STUDENT ACTIVITIES

Full-Time

- The students seem to enjoy participating in extra-curricular activities here. The school newspaper, letter, and general written information provide excellent coverage of activities and events.
- More co-ed P.E. activities. Better this year, but need more money for bands, dances, etc. Should encourage performance of students by having things like Student Art Show, skits, musicals. More school spirit. Let us choose movies.
- My taste for things I enjoy are different from most people's, I don't enjoy rock music, beer, or dancing. I would enjoy hearing good classical music.
- If possible, get pictures like "A Boy and His Dog" or "Dark Star." Make the pool more available to those of us who like to swim, but I hate swimming laps.
- Not all activities (important ones) were listed on Student Activities Calendar. Spectrum is excellent.
- I think things need more publicity. Especially SGA. I barely know one exists. They should have meetings to let the students know what is going on.
- The Pipeline is good, but the Spectrum leaves a lot to be desired.
- I'm sorry to have missed the movies. There were several I would have liked to have seen.

Part-Time

- Need more non-participatory activities, i.e., raffles, things that do not require use of limited student time.
- Need to put more excitement in affairs.
- Students who do not utilize the activities at HCC should not have to pay the activities fee.
- Having the "Friday Free Flicks" is great, but members of the audience should be kept under control. ...some people insisted on talking while the movie was being shown.
- I am not aware of the activities going on.
- "Spectrum" needs more work, make it more interesting.
- I would suggest a large emphasis be placed on promotion of the "Spectrum" as the voice of HCC.

INTRAMURALS AND INTERCOLLEGIATE ATHLETICS

Full-Time

- Uniforms are terrible, no support. There needs to be a great improvement in the intercollegiate department - women's softball.
- Pool needs to be scheduled more open hours at better times for students.
- The women's athletic program needs to be greatly improved. They need more people who know what they're doing. I enjoyed playing on different teams, but there were just not enough people. There was also very little support, we need more fans.
- Even though I have not been involved with any P.E. activities, I sense that there is definitely a lack of information about the P.E. facility's function.
- I enjoyed the use of the gym.
- I think there should be more sports offered for the male student, even if they're only clubs.
- Athletics should be noticed in the awards ceremony.

Part-Time

- I love using the pool, I only wish it was available more often for free swim. Also, pool hours should be more readily available or even sent in the mail to students.
- I have never been informed of what the P.E. facility includes and when I might use the swimming pool. This information should be posted or sent to the students!
- Should have more open hours, especially in the evening and on the weekends, for the students. Many times this is their only time open for exercising and physical fitness.

SECURITY

Full-Time

- They are happy-go-lucky giving out those tickets.
- I think the security system here is very efficient and of great benefit to the students, faculty, and staff.
- The lights went out in the parking lot immediately after one coffeehouse/mixer. Should be left on longer on those occasions.
- The Security Guards do not, to my knowledge, walk around the east and west ends of the buildings at night.
- Repair the emergency lighting systems; H_2SO_4 is dangerous.

- It seems that more tickets are given for lesser violations rather than major ones (no stopping at a stop sign).

Part-Time

- Faculty should also be included in persons able to be ticketed.
- More lighting required in parking lot.
- Should have special parking places for temporarily disabled students. With a torn knee ligament, I could not walk from general parking area. No provisions were made for me to be closer to the buildings.
- There should be more guard patrol by the lake during the late evening hours.
- I have been escorted more than once to my car late at night by a security guard in his car, and I have greatly appreciated that.

OTHER SERVICES

Full-Time

- College should have "A-F" system of grading.
- Not enough variety in courses available; some are only offered once every three semesters.
- Many evening courses overlap, cutting down the number of credits you can acquire.
- The A.V. room should allow students to take equipment off campus if needed. This would greatly enhance the college programs.
- Cafeteria should be open more.
- Sometimes there are not enough classes available. For example, last semester Integrated Science for nursing students was offered only at one time, 8:30-10:30. There are too many students in the nursing program to only offer this course at one time.
- I think that the present evaluation used at HCC is time consuming and a waste of energy. If the evaluations are to be continued, only the personal opinions of the student should be necessary (a plain white sheet for opinions).
- Librarians need to be more helpful.
- In the LRC, maintenance could be better on turntables and earphones. However, I blame most of these problems on heavy use and occasional abuse. Librarians are friendly, courteous and helpful.

Part-Time

- It is difficult to see evening instructors outside of class. Provide a talk area in the LRC and also more quiet space.

- The librarians have been superior at HCC. They are interested in the students as people and really root for us.
- BIOMED students need more up-to-date materials.
- Bookstore [prices] sometimes seems higher than other sources.
- I feel that there could be more courses in the health-nursing field for evening students.
- The food in the cafeteria needs some improvement.
- The head librarian is excellent and has helped tremendously. The staff is superior.
- This college greatly lacks in programs of study and availability of classes...
- The cafeteria should be open longer. Otherwise it is excellent.
- I don't think it's right that certain courses are available only in the fall and others only in the spring.

COOPERATIVE EDUCATION

Full-Time

- It is terrific and I have found it extremely beneficial for my future. It has given me a great deal of confidence.
- Should let people know there is such a thing.
- No job offerings.

Part-Time

- Cooperative Education is one area which I discovered recently and appears to be a major asset to this college. I look forward to seeing it available in the future.
- No position was available for me, and it was disappointing to graduate without work experience.
- It was very helpful to me.
- I didn't know what it was, or that it existed. More publicity!

CHILD CARE

Full-Time

-Great!

-It's their own problem, not the college's.

-Need is relatively high, especially with nursing and returning students, both of which are numerous here. I would strongly support any child care programs. However, I do feel that a child is its parent's responsibility. Parents should support the programs, especially financially.

-Child care center would be good not only for the students and the children, but for those who watched the kids.

-Parents that I know, who really want to attend HCC, work their way around child care.

-This child care need situation is a big problem because the community has little knowledge of a service, if any, that's related to this college.

Part-Time

-There is a definite need!! I had to bring my child when he was four years old to class. The college would definitely benefit. Please have child care!!

-Child care seems to be of great benefit to those with children. However, I do not feel that those without children should be made responsible for picking up the bill for child care expenses.

-The percentage of single parents has multiplied. We need to meet the needs of a majority of the school population. As a community college, it is HCC's duty to cooperate with the community by providing services which are most needed.

-There is definitely a great need for child care. It would be extremely helpful.

-Each student should have the responsibility of locating a licensed individual to care for his/her child(ren). I have a child (pre-school) and I have been able to make arrangements. Also, most companies do not provide such services to employees; so why to students.

-I really think a child care program is needed, even if it is just part-time. This is a community college and child care is one of the needs of the community that attends HCC.

-I hope that HCC will consider child care. I know I, for one, will have a hard time next spring without it.

ADDITIONAL COMMENTS

Full-Time

- On the whole, the college is a good community college, with a good learning environment. If more information of the college is circulated, the college and its community will grow vastly.
- In general, I have enjoyed my two years at HCC because the staff is usually more than willing to help, and the atmosphere is appropriate for learning as well as meeting people. Thank you for making my first two years of college a pleasant experience!
- I don't think an advisor should have the right to approve what I want to take.
- Nature trail is very interesting and unique, but needs publicity. Certain courses include a lab fee for equipment use, when the equipment is virtually useless. This causes the student to purchase his own equipment. I've personally experienced this with scuba and welding.
- It would be helpful to make a list available to the students concerning deadlines. Example: last day a person can withdraw, register for graduation..
- Advanced registration was very helpful to me. It saved a lot of time and I was able to schedule my classes to fit my availability.

Part-Time

- Rolling registration is most helpful.
- Please fix the water fountains in the LRC Building.
- For the most part, I think the college is very well organized.
- I would like to see the science labs in another part of the school. It is extremely annoying to be studying and have people talking loudly, fresh out of class, in the LRC. It happens frequently and people don't realize how loud they are. They're just walking to class.
- Please have library open at 7:00.
- Need to have more evening and Saturday courses.
- Grades should be sent out much sooner.
- I need to take science and physics courses to complete engineering. None are available in the evening!
- Advance registration this time was very pleasant. The lines moved well and it seemed to produce the desired effect.
- CM 103 teachers have been very helpful, understanding, great!

-Open the pond at HCC for fishing (HCC students, faculty, and staff ONLY). Stock it with bluegill, bass, catfish and charge a small fee to be used to raise money for student activities.

-It would help if students who register early didn't lose their classes because they're waiting for their grants. Please help them!

-I'm taking a first aid course in the Nursing Building, and the room we use is extremely warm now that spring has arrived. It is almost unbearable - and no windows open!

-More movies, dances, full time teachers...

-Though I only take one class here at HCC, I have found everyone very helpful. (The library is too noisy.)

APPENDIX B
Survey Form (with Memorandum from Dean of Students)

MEMORANDUM

May 3, 1982

TO: Howard Community College Students
FROM: Walter Bumphus, Dean of Students *W. Bumphus*
RE: Evaluation of Services for Students

Howard Community College is eager to provide all of its students with services that assist them in gaining the most benefit from their stay at the College. For this reason, we are asking you to provide us with your opinion on the quality of those services that you actually used since entering the College. In short, we want to know how well the various services and programs are meeting student needs.

The results of this survey will be made available to faculty and administrators as they develop programs for the 1982-83 academic year. The attached survey form, therefore, represents your opportunity to have a real and direct input into the College planning process. As Dean of Students, I encourage you to participate.

The survey will take ten minutes to complete. When you have completed the survey form, please return it to the person who gave it to you.

Thank you very much for your cooperation.

WB/mm

HOWARD COMMUNITY COLLEGE
STUDENT SERVICES EVALUATION
Spring 1982

Please give your response on each item by using checkmarks or by circling the answer you select. Please note that space is provided at the end of each section for you to make detailed comments on how services can be improved. Your suggestions are encouraged -- especially for those services which you rated as Fair or Poor.

Counseling and Advising

Please use checkmarks (✓) to respond to the following two items:

1. How frequently did you use the Counseling Center during the semester?
- _____ 4 or more times;
_____ 2 or 3 times;
_____ once;
_____ not at all.

2. Which of the following Counseling Center services have you used?
Please check all used:

Academic Advising _____
Career Counseling/Testing _____
Placement or Job Information _____
Personal Counseling _____
Transfer Advising _____
Career Academic Placement Assessment Center _____
Counseling Center Workshops _____

Please use the following scale to respond to items (3-64) on the questionnaire.

- 0 - Can't say, don't know, no experience with
1 - Poor, needs great improvement
2 - Fair, needs some improvement
3 - Satisfactory
4 - Good
5 - Excellent

Please circle the response that expresses your opinion on each item.

- | | | | | | | |
|---|---|---|---|---|---|---|
| 3. Academic Advising | 0 | 1 | 2 | 3 | 4 | 5 |
| 4. Career Counseling | 0 | 1 | 2 | 3 | 4 | 5 |
| 5. Placement or Job Information | 0 | 1 | 2 | 3 | 4 | 5 |
| 6. Personal Counseling | 0 | 1 | 2 | 3 | 4 | 5 |
| 7. Transfer Counseling | 0 | 1 | 2 | 3 | 4 | 5 |
| 8. Career Academic Placement Assessment Center | 0 | 1 | 2 | 3 | 4 | 5 |
| 9. Counseling Center Workshops | 0 | 1 | 2 | 3 | 4 | 5 |
| 10. Appointments scheduled promptly and courteously | 0 | 1 | 2 | 3 | 4 | 5 |
| 11. Counselor knowledgeable about problem presented | 0 | 1 | 2 | 3 | 4 | 5 |
| 12. Availability of Counseling Staff | 0 | 1 | 2 | 3 | 4 | 5 |

Please make comments or suggestions for improvement of counseling services:

Admissions

- | | | | | | | |
|--|---|---|---|---|---|---|
| 13. Comprehensiveness of the College catalog as a source of information about College offerings and procedures | 0 | 1 | 2 | 3 | 4 | 5 |
| 14. Comprehensiveness of information you received about the College prior to enrolling | 0 | 1 | 2 | 3 | 4 | 5 |

- | | | | | | | |
|--|---|---|---|---|---|---|
| 15. General assistance provided by Admissions Office in completing application procedures and requirements | 0 | 1 | 2 | 3 | 4 | 5 |
| 16. Individual conferences with Admissions staff. | 0 | 1 | 2 | 3 | 4 | 5 |
| 17. Timeliness of transfer evaluations (evaluation of previous college courses) | 0 | 1 | 2 | 3 | 4 | 5 |

Please make comments or suggestions for improvement of admissions services:

Records

- | | | | | | | |
|--|---|---|---|---|---|---|
| 18. The process of registering for courses during the general registration period | 0 | 1 | 2 | 3 | 4 | 5 |
| 19. The advance registration process | 0 | 1 | 2 | 3 | 4 | 5 |
| 20. Assistance provided by Records Office Personnel in completing drop/adds, getting transcripts, etc. | 0 | 1 | 2 | 3 | 4 | 5 |
| 21. The mid-term grade report as a means of communicating academic progress | 0 | 1 | 2 | 3 | 4 | 5 |

Please make comments or suggestions for improvement of records services:

Financial Aid/Veterans' Affairs

- | | | | | | | |
|---|---|---|---|---|---|---|
| 22. Availability of financial aid information | 0 | 1 | 2 | 3 | 4 | 5 |
| 23. Availability of financial assistance for students who need it | 0 | 1 | 2 | 3 | 4 | 5 |

- | | | | | | | |
|--|---|---|---|---|---|---|
| 24. General assistance and counseling provided in completing applications and disbursement of awards by the Financial Aid Office | 0 | 1 | 2 | 3 | 4 | 5 |
| 25. Assistance for and information pertaining to the needs of veterans | 0 | 1 | 2 | 3 | 4 | 5 |

Please make comments or suggestions for improvement of Financial Aid/Veterans' affairs:

Special Services

- | | | | | | | |
|--|---|---|---|---|---|---|
| 26. Special Services instructional staff | 0 | 1 | 2 | 3 | 4 | 5 |
| 27. Special Services tutoring | 0 | 1 | 2 | 3 | 4 | 5 |
| 28. Special Services lab instruction | 0 | 1 | 2 | 3 | 4 | 5 |
| 29. Special Services counseling | 0 | 1 | 2 | 3 | 4 | 5 |
| 30. Assistance for handicapped students | 0 | 1 | 2 | 3 | 4 | 5 |

Please make comments or suggestions for improvement of Special Services:

Student Activities

- | | | | | | | |
|---|---|---|---|---|---|---|
| 31. Variety of student clubs and organizations | 0 | 1 | 2 | 3 | 4 | 5 |
| 32. Variety of non-classroom/extracurricular student activities | 0 | 1 | 2 | 3 | 4 | 5 |
| 33. Quality of non-classroom/extracurricular student activities | 0 | 1 | 2 | 3 | 4 | 5 |

34. Student Government Association as a means of representing the needs of the student body	0	1	2	3	4	5
35. "Friday Free Flicks" (The Student Government Association's film series)	0	1	2	3	4	5
36. The "Pipeline" and/or "Nightwatch" as a means of informing students about activities	0	1	2	3	4	5
37. The "Spectrum" as a communication vehicle for students	0	1	2	3	4	5
38. The Student Activities Calendar as a means of informing students about activities	0	1	2	3	4	5
39. General information about student activities	0	1	2	3	4	5

Please make comments or suggestions for improvement of student activity programs:

Intramurals and Intercollegiate Athletics

40. Intercollegiate sports for men	0	1	2	3	4	5
41. Intercollegiate sports for women	0	1	2	3	4	5
42. Coeducational intercollegiate sports	0	1	2	3	4	5
43. Information regarding game schedules of the intercollegiate sports programs	0	1	2	3	4	5
44. The intramural sports program	0	1	2	3	4	5
45. Availability of coeducational intramurals	0	1	2	3	4	5
46. Availability of men's intramurals	0	1	2	3	4	5
47. Availability of women's intramurals	0	1	2	3	4	5
48. Information about intramurals	0	1	2	3	4	5
49. Accessibility of the physical education facility to college students	0	1	2	3	4	5

Please make comments or suggestions for improvement of intramurals and intercollegiate athletics:

Security

50. Fairness in enforcement of traffic regulations	0	1	2	3	4	5
51. Availability of Security Staff	0	1	2	3	4	5
52. General climate of safety	0	1	2	3	4	5

Please make comments or suggestions for improvement of Security Services:

Other Services

53. Scheduling of classes at times convenient to you	0	1	2	3	4	5
54. Variety of courses available	0	1	2	3	4	5
55. Grading system of the College	0	1	2	3	4	5
56. Student evaluation system of faculty	0	1	2	3	4	5
57. Availability of courses for evening students	0	1	2	3	4	5
58. Availability of faculty for discussion outside of the classroom	0	1	2	3	4	5
59. Cafeteria services	0	1	2	3	4	5
60. Adequacy of books and materials available in the bookstore	0	1	2	3	4	5
61. Adequacy of learning materials available through the Learning Resources Center	0	1	2	3	4	5
62. Adequacy of audio-visual equipment available for student use	0	1	2	3	4	5
63. Assistance of LRC staff at the circulation desk	0	1	2	3	4	5
64. Assistance of reference librarian at the information desk	0	1	2	3	4	5

Please make comments or suggestions for improvement of the above "Other Services":

SPECIAL CONCERNS

Each year we would like to provide for some input on special concerns not covered by the standard Services Evaluation. Please feel free to comment on other areas we might include in the future. This years' special concerns are cooperative education and child care.

Cooperative Education

65. Are you aware that there is a Cooperative Education Program at the college? ___ Yes
___ No
66. If you had the opportunity to earn money and academic credits while in school, would you do so? ___ Yes
___ No
67. Have you had any contact with the Cooperative Education Office? ___ Yes
___ No
68. If so, was it helpful? ___ Yes
___ No

Please make comments or suggestions for improvement of Cooperative Education Services:

Child Care

Please answer the following questions using the scale below:

- 0 - Don't know, no opinion
- 1 - Not Important
- 2 - Somewhat Important
- 3 - Important
- 4 - Very Important

A. Need for Child Care Services

How important do you consider the need for child care services at HCC to the following groups:

69. The College as a whole	0	1	2	3	4
70. HCC students as a whole	0	1	2	3	4
71. HCC full-time female students with children	0	1	2	3	4
72. HCC part-time female students with children	0	1	2	3	4
73. Residents of Howard County who would like to attend HCC, but cannot	0	1	2	3	4
74. Me, personally	0	1	2	3	4

B. Benefits to the College

How important do you consider the following potential benefits of Child Care:

75. HCC students would be less likely to miss class for child care reasons	0	1	2	3	4
76. Part-time students with children might be able to attend full-time	0	1	2	3	4
77. Residents of Howard County with child care needs who would like to attend HCC might be able to do so	0	1	2	3	4
78. Child care services and facilities would provide models and experience for students in education, nursing, and other programs	0	1	2	3	4
79. An HCC child care service would meet the specific child care needs of the college community, based on scheduled class times, breaks, etc.	0	1	2	3	4

Comments on Need for Child Care and Benefit to the College:

The remaining items ask for some additional information about you and your experiences here. Please respond with checkmarks.

80. Have you ever tried to use one of the above services and been unable to because an office was not open at the time needed?

___ a. Yes (go to item 81)

___ b. No (go to item 82)

81. If yes, which office(s) was (were) not open and at what time?

Office

Time Not Open

Check the correct response for each of the following items:

82. I am a (check one)

___ a. Day student (50 percent or more of credits taken this term are before 5:00 p.m.)

___ b. Evening student (more than 50 percent of credits taken this term are after 5:00 p.m.)

83. This semester I am enrolled in (check all that apply):

___ a. a non-credit course

___ b. 12 or more credits of course work

___ c. fewer than 12 credits of course work

84. My year of birth is (specify below):

85. I am a:

___ male

___ female

86. My major program is (check one):

Programs that Lead to Transfer

___ Arts and Sciences

___ Business Administration

___ General Studies

___ Teacher Education

Programs that Lead to Employment

- ☐ Accounting
- ☐ Biomedical Engineering Technology
- ☐ Carpentry
- ☐ Data Processing
- ☐ Electronics Technology
- ☐ General Studies
- ☐ Housing Management Certificate
- ☐ Nursing
- ☐ Physical and Wholesale Distribution
- ☐ Plant Science Certificate
- ☐ Retailing Certificate
- ☐ Secretarial Science
- ☐ Vision Care Technology
- ☐ Special Students

87. Is Spring 1982 the first semester you attended Howard Community College?

- ☐ Yes (go to item 90)
- ☐ No (go to item 88)

88. If no, did you advance register for Spring 1982 during the advance registration period in November/December?

- ☐ Yes (go to item 90)
- ☐ No (go to item 89)

89. If no, why not? (Check all that apply):

- ☐ a. Did not realize that if I advance registered I would not have to come to general registration in the Spring.
- ☐ b. Was not aware that advance registration was taking place.
- ☐ c. Thought I had to pay when I advance registered.
- ☐ d. Uncertain of academic status.
- ☐ e. Other; specify: _____

90. Make any additional comments regarding services for students in the space below. Thanks for your help!

91. Please check the circumstances in which you completed this questionnaire:

- | | |
|--|---|
| ☐ daytime class | ☐ by SGA request |
| ☐ evening class | ☐ other |
| ☐ cafeteria | Please describe _____ |
| ☐ LRC | _____ |

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